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ABSTRACT

This paper describes the professional partnership between Rowan University, New Jersey, and Radix Elementary School, emphasizing the building of a moral culture in the learning community. The partnership is a driving force behind the movement to promote character education within the school community. This is being accomplished by facilitating focus groups, lunch seminars, and a Teacher Academy. The paper describes: the process of partnering (focus groups, Likert scale, outcomes, lunch seminars); data from coffee klatches; Rudix Elementary School faculty personal rating of character education as of January 2002; outcomes (recurring themes, need for curriculum integration handbooks, need for common language, and desire for all stakeholders to have an active voice); lunch seminars (selection process of articles and orchestration of seminars); products of collaboration (Teaching Academy, assessment, and manuals); Monroe Township Public Schools summer staff development offerings and in-district training); assessment (rubrics and writing prompts for eight character traits); "A Teacher Friendly Character Education Manual: Grade Four"; Moore Township character education assessment rubric; reaching common language (grade level meetings, collaborative meetings, review and comment, final product); how Radix students show respect, responsibility, and caring; infusing and implementing the ideology (e.g., nursing home, writing, and media activities); and ongoing work (grants, presentations, and applications for best practices and awards). Includes Power Point print outs. (SM)

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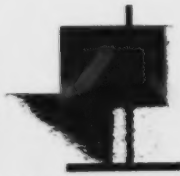
Partners In Character: Building a Moral Culture



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Partners in Character: Building a Moral Culture

This interactive session will focus on the professional partnership between Rowan University and Radix Elementary School, with the emphasis on building a moral culture for a learning community. The partnership is the driving force leading the movement to make character education a way of life for the school community. This is being accomplished by facilitating focus groups, lunch seminars and The Teaching Academy. Join us as we highlight the products of this collaboration. Participants will leave this session with strategies that can be immediately implemented in their respective partnerships.

The Process of Partnering

- Focus Groups
- Lickert Scale
- Outcomes
- Brown Bag Lunch Seminars

DATA ANALYSIS OF COFFEE KLATCHES

Approx. Number Responses	AREAS OF NEED In order of priority set by staff feedback
50	1. Parental Support
40	2. Rethink Brave Bravo program
40	3. Time for Implementation
30	4. Definitions of Character Education
30	5. Professional Development
30	6. Rowan Restructuring Elementary Educational Program
20	7. Resources & Materials
20	8. Schooled Policies (new and changes)
20	9. Re-visit Character Education Themes
20	10. Study Groups informal Collegial Discussions
10	11. Lesson Plan Development
10	12. Visit on Schools *
10	13. Community Involvement
5	14. District Carry-over into Middle School and High School

ROLE OF THE ROWAN LIAISON

1. Development of Curriculum by Grade Level
2. Assist with Informing Parents
3. Supply Research
4. Model Lessons
5. Assessment

Consolidated by Site Council to develop an Action Plan

1. Parental Support / Community Involvement
2. Development of Character Education Handbook-Grade Specific
   Resources, Materials, Time Management, Define Character Education,
   Re-think Brave Bravo Program, Re-visit Themes,
3. Professional Development

* See visit at Elsinboro Elementary School

Radix Elementary School Faculty Personal Rating of Character Education as of January, 2002

Select the number rating that most describes your personal feelings, opinions, etc. This is an anonymous survey.

1.	I have a clear understanding of the specific components of a character education curriculum.	none 0	vague 1	ok 2	clear 3	very clear 4
2.	I have been involved in the selection of character traits and the development of a strategy to implement them.	none 0	little 1	moderate 2	much 3	extensive 4
3.	There is clear, ongoing communication with parents, faculty, administration, and Rowan partners.	0	1	2	3	4
4.	There are curricular materials, lesson plans, and resource people readily available for character education in my classroom.	none 0	few 1	some 2	many 3	vast amounts 4
5.	I know why we are doing this and how and what we are going to measure and evaluate.	no idea 0	vague idea 1	ok idea 2	clear idea 3	precisely 4

Additional Comments:

Sudeck, Jan. 2002

Outcomes

- Recurring themes
- Need for curriculum integration handbooks
- Need for common language
- Desire for all stakeholders to have an active voice

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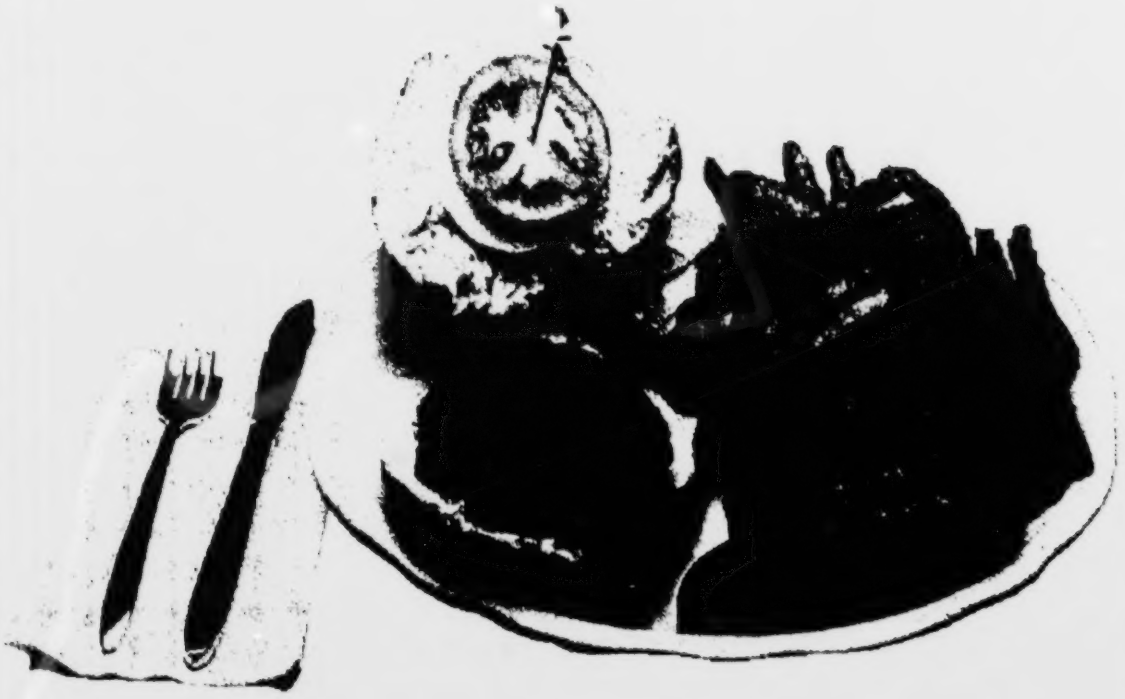
- Selection process of articles
- Orchestration of lunch seminars



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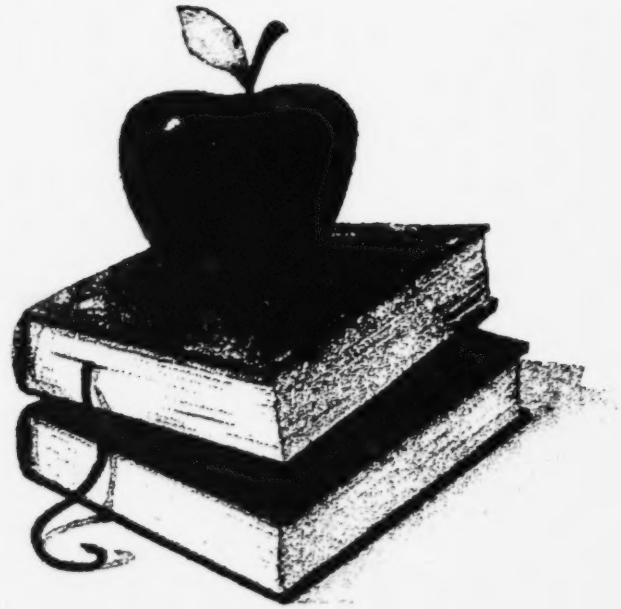
Products of Collaboration

- Teaching Academy
- Assessment - School Goal
- Manuals - Integration of Curriculum

MONROE TOWNSHIP PUBLIC SCHOOLS

Summer Staff Professional Development Offerings In-District Training



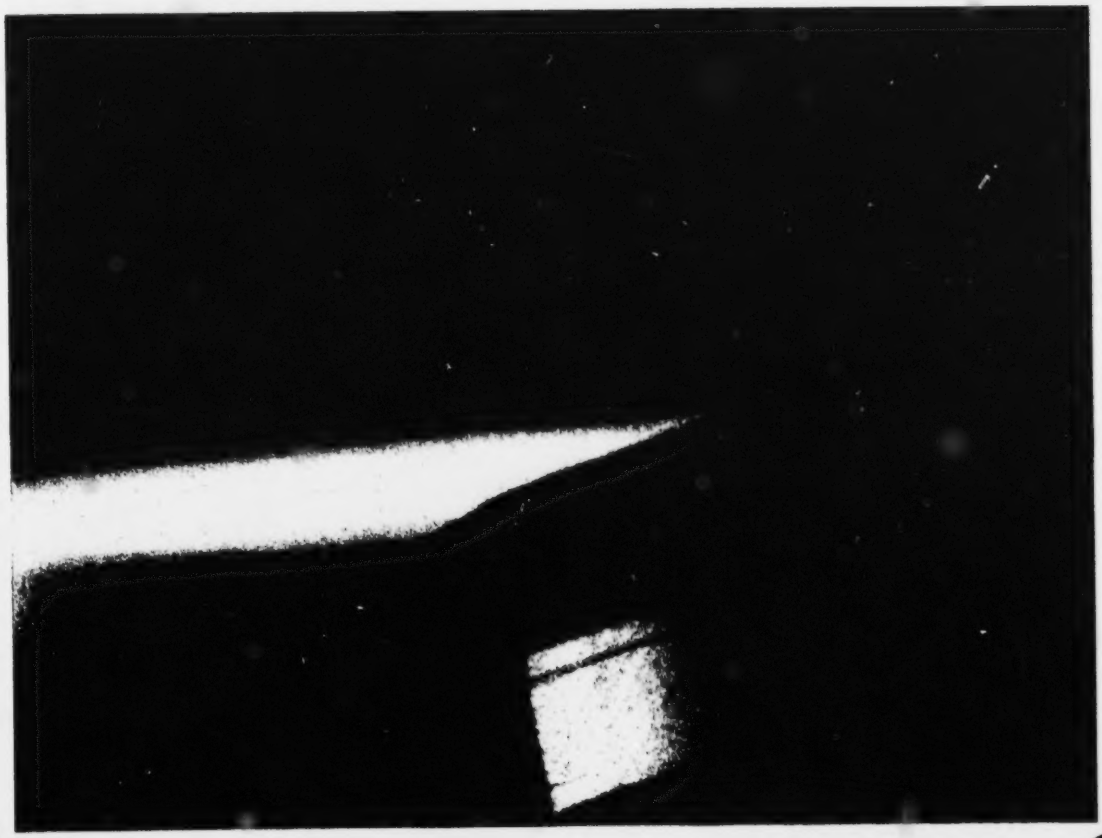
Summer 2002

Sponsored In Part By:
Monroe Township Public Schools/Rowan University
Professional Development District (PDD)
"Partners In Teaching And Learning"

Nancy L. Silver—Supervisor of Elementary Curriculum
Lesley McGiboney—Supervisor of Secondary Curriculum

Assessment

- Rubric
- Writing prompts for 8 Character traits



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Products of Collaboration

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A Teacher Friendly Character Education Manual

Grade: Four

Developed by: Dana Stow and Marlyn Szollosy

PDD Character Education Committee: Mary Clark, Charlene Dinovi, Sandy Fiorentino, Christine Gehringer, Ellen Griffiths, Donna Liszewski, Michele Miles, Anne-Marie Reber, Dana Stow, Marlyn Szollosy. Jennifer Temple, Vicky Zazzali.

September, 2002

Monroe Township Character Education Assessment Rubric

SCORE AND CONTENT	1	2	3	4
Understanding of character trait	Identifies character trait but gives no description of trait	Identifies character trait and makes an attempt to describe trait	Identifies character trait and gives basic description of trait	Identifies character trait and gives detailed description of trait
Relation of character trait to self	Attempts to make a connection of trait to a personal experience or action	Limited connection of trait to a personal experience or action	Proficient connection of trait to a personal experience or action	Substantial connection of trait to a personal experience or action
Application of character trait to other people	Attempts to show a relationship between trait and others' actions	Shows limited evidence of relationship between trait and others' actions	Shows proficient evidence of relationship between trait and others' actions	Shows substantial evidence of relationship between trait and others' actions
Association of identified character trait to other character traits	Shows little or no attempt to relate identified trait to other character traits	Shows limited attempt to relate identified trait to other character traits	Shows proficient attempt to relate identified trait to other character traits	Shows substantial attempt to relate identified trait to other character traits
Evaluation of character trait	Show appropriate/ inappropriate judgement of character traits with little or no support	Shows appropriate/ inappropriate judgement of character traits with limited support	Shows appropriate judgement of character traits with relevant support	Shows appropriate judgement of character traits with substantial support

SCORE- 0 Non-scorable responses
FR fragment- Student wrote too little to judge comprehension accurately.
OT Off-topic- Student did not write on assigned topic or task.
NE Not English- Student wrote in a language other than English.
NR No Response- Student refused to write on the topic.

Reaching Common Language

- Grade level meetings
- Collaborative meetings
- Review and Comment
- Final Product

RADIX STUDENTS SHOW RESPECT BY:

- RAISING THEIR HANDS TO SPEAK, MAKING EYE CONTACT, PUTTING THEIR HANDS DOWN WHEN SOMEONE IS SPEAKING, AND BEING GOOD LISTENERS
- WALKING QUIETLY IN SINGLE FILE WHILE KEEPING THEIR HANDS/FEET TO THEMSELVES
- USING KIND AND MANNERLY WORDS, SUCH AS "THANK YOU", "EXCUSE ME", AND "GOOD MORNING"
- KEEPING OUR SCHOOL NEAT AND CLEAN

RADIX STUDENTS SHOW THEY ARE RESPONSIBLE WHEN:

- THEY COMPLETE AND TURN-IN WORK ON TIME
- THEY COME TO SCHOOL PREPARED TO LEARN
- THEY ALWAYS TRY THEIR BEST AND ACCEPT THEIR OWN CONSEQUENCES
- THEY TAKE PRIDE IN THEIR WORK

RADIX STUDENTS SHOW THEY CARE WHEN:

- THEY CHOOSE TO HELP OTHERS
- THEY OFFER KIND, POSITIVE AND ENCOURAGING WORDS TO ONE ANOTHER
- THEY LOOK WITHOUT TOUCHING THE WORK AND PROPERTY OF OTHERS
- THEY SHARE WITH ONE ANOTHER
- THEY TREAT OTHERS HOW THEY WOULD LIKE TO BE TREATED

Respect, Responsibility and Caring should be demonstrated on the school bus, in the hallways, in the classrooms, in the cafeteria, and on the playground.

Infusing and Implementing the Ideology

- Nursing Home Activity
- "Respectacles"
- Writing Activity/ Friendship
- Media Activity/ Respect, Responsibility, Caring
- Character Education Board Games

On-Going Work

- Grants
- Presentations
- Applications for Best Practices and Awards

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